

MINUTES OF THE MEETING OF THE ARIZONA ENGLISH LANGUAGE LEARNERS TASK FORCE

August 2, 2007

1:30 p.m., MST

The Arizona English Language Learners (ELL) Task Force met in Hearing Room 3 of the Arizona House of Representatives Building, 1700 W. Washington Street, Phoenix, Arizona. Mr. Alan Maguire, Chairman, called the meeting to order at 1:35 p.m. MST.

1. Call to Order

Present:

Mr. Alan Maguire, Chairman

Dr. John Baracy

Dr. Eugene Garcia

Ms. Margaret Garcia Dugan

Ms. Johanna Haver

Ms. Eileen Klein

Absent:

Mr. Jim DiCello

Ms. Karen Merritt

Anna Rosas

A quorum was present for the purpose of conducting business.

2. Presentation and Discussion of DRAFT Structured English Immersion Models based on the June 15, 2007 version

3. Call to the Public for Comments on the DRAFT Structured English Immersion Models based on the June 15, 2007 version

Chris Faltis, Ph.D., Professor, Arizona State University, responded to the Draft Structured English Immersion (SEI) Models, referring to a handout entitled “English Language Learner Task Force: A Response to the Proposed Structured English Immersion Models” (Attachment A), and answered questions posed by the Task Force members.

Dr. Baracy asked Dr. Faltis what his vision would be of the success of the models, as they now stand, in school districts throughout Arizona.

Dr. Faltis stated if the models were implemented as currently structured, with a strong focus on linguistic structures and form, there would not be enough prepared teachers in that material and students in the middle and upper grades would fall further behind because when children are

taken away from other academic content for long periods of time they will fall behind on the very things we deem necessary for success in school.

Dr. Baracy asked Dr. Faltis to elaborate on his comments regarding teacher training.

Dr. Faltis stated that the model specifies three types of training needed but there is nothing specified in the model as to the extent teachers will need to be trained in order to be highly qualified. Dr. Faltis added if teachers are going to be required to have sophisticated knowledge of language and interacting with second language learners for long periods of time, equal amounts of time will be needed on the preparation for teachers so they have a sophisticated understanding of how language works for second language learners.

Ms. Haver asked Dr. Faltis if he was aware that this matter has already been discussed in a court of law in California regarding Proposition 227 and it was established that SEI is sequential instruction as opposed to the more simultaneous instruction.

Dr. Faltis stated that in his understanding the structured immersion part is really what is being designed here but sheltered instruction is what is happening in the classroom. Dr. Faltis added in California they have been successful but as far as he knows the programs that have been successful have not had four hours of focus on form.

Ms. Haver stated the Task Force is responsible for following the law and it was established that SEI is sequential.

Dr. Faltis stated that he is responding to Arizona law. Dr. Faltis continued he does not fall on the side of bilingual education, but there are hundreds of thousands of children that need the best instruction possible and what we have is SEI, or some form of that, and we need to be looking for ways that are best for students to be successful in school.

Ms. Klein asked Dr. Faltis how much of his concern with the model relates to the underlying statute versus what was created by the Committee.

Dr. Faltis stated he looked at the statutes and compared them to the models and he stated that the models that were presented were outside the parameters of the statutes given that the task was to come up with effective SEI models and provide input from a variety of sources. Dr. Faltis added the models that were put forward, with the idea of having discrete isolated skills to be practiced over and over by children goes against what many good SEI schools are doing in California. Given what he knows theoretically about how language is best acquired, and from his own experience working with children learning English as a Second Language (ESL), there is a large research based set of studies that promote an idea of English language development that is quite different from the one presented here.

Ms. Klein stated Dr. Faltis criticised the definition of English Language Development (ELD) saying it is over-restrictive and that it is important for students to have topics they are learning that are interesting and meaningful and she does not understand how the model precludes that.

Dr. Faltis stated that the model does not preclude it, but if you look at what the definition of ELD is as being phonology, pronunciation, morphology, how words are formed, syntax, and semantics, this does not show up as being rich and meaningful.

Ms. Klein asked Dr. Faltis how he would write a model that must be rich and meaningful and precludes 227 different interpretations.

Dr. Faltis stated he believes it can be done and other ways of English language development is possible.

Ms. Klein stated that the Task Force has been meeting for a long period of time during which there has been an open period of comment available for anyone to come and speak and she would not want anyone to think the Committee did not give them the opportunity to give their feedback.

Dr. Garcia responded the Task Force had talked about rich definitions of ELD and decided not to go that way.

Ms. Klein stated she appreciated Dr. Garcia's comments, but it was just stated that the definition does not preclude rich and meaningful.

Dr. Garcia responded that the definition of ELD does not include rich and meaningful and the Task Force should include it.

Dr. Faltis stated that when items are presented in context, there is the opportunity for students to use language and be pushed to higher levels where they have opportunities to interact with students who are at higher levels of proficiency and native English speakers. He stated that this is essential for the rich development of the English language.

Dr. Klein asked Dr. Faltis if that can be overcome by professional development and training of teachers.

Dr. Faltis responded that he has been trying to do that but he does not know how successful he has been.

Ms. Haver asked Dr. Faltis where he got the idea that the model includes repetitious, meaningless pattern drills.

Dr. Faltis asked Ms. Haver if she knows of another way to teach grammatical structure.

Ms. Haver responded that she did teach grammatical structure for 32 years and there is no reason it has to be repetitious and boring and no reason that you cannot take a particular item and work with it and in fact it is more meaningful.

Dr. Faltis stated if the grammar and the linguistic items are at the core of curriculum that is different from having theme, ideas and content and then embedded within that, language structure, use, and pronunciation. Dr. Faltis added those are two fundamentally different ways of presenting language and you get two different results.

Ms. Haver responded that if you leave out the specifics of grammar, then it is likely the students will never learn them.

Dr. Faltis stated that that may be the case and although many students pay attention to form, all of our children learned to speak English without very much focus on form. The focus was on meaning.

Dr. Faltis concluded that as a language teacher he appreciates the value of knowing how to use language and the structure of language, but if that is all that students learn they will come out not being able to communicate at all.

Kathy Hooker, English Language Learner (ELL) Specialist, Flagstaff Unified School District.

Ms. Hooker stated the ELL population in the Flagstaff Unified School District is mostly Navajo and Hispanic.

Ms. Hooker stated that approximately five years ago middle schools and high schools in the District had a dismal ELL program that required students to go one hour in the morning and then mainstreamed throughout all the classes for the rest of the day. Ms. Hooker added there was never anything specific as to what kind of protocol was to be followed as to teacher training and as a result the dropout rate was high and test scores were low.

Ms. Hooker stated that ELL specialists throughout the district met with their principals and it was felt that ELL students needed proficiency level grouping and decided students at the middle school should be placed in a two hour language arts block for pre-emergent and the basic and intermediate students in another two hour block. The rest of the time, both pre-emergent through intermediate students were placed in intensive reading and math programs.

Ms. Hooker stated that a study of test scores of middle school students found over 55%, mostly intermediate, passed the Arizona's Instrument to Measure Standards (AIMS) test, an improvement of about 70%.

Ms. Hooker added that at the high school level a program was created that was similar but was a little more thorough for pre-emergent, emergent, basic and intermediate levels. Ms. Hooker added test scores have improved dramatically.

Ms. Hooker stated in regards to teacher training, as long as all eight components of the Sheltered Instruction Observation Protocol (SIOP) are used anything can be rich and meaningful.

Ms. Hooker concluded she is very pleased with the draft of the ELL Task Force because it aligns to what is being done at the Flagstaff Unified School District.

Edgar Huffman, Business Manager, Montessori Day Public Schools Chartered.

Mr. Huffman stated his school's program is very successful because they group students developmentally, which follows their developmental cycles and develops a sense of community. Mr. Huffman added his school is concerned about breaking up this program and that the Legislature has looked the other way when it comes to funding for small districts and charter programs.

Mr. Huffman stated that his school has approximately 55 ELL students which results in a small number in each classroom and if they are pulled out of the classrooms there will not be enough in any one classroom or any one age grouping to eliminate any existing classrooms. Mr. Huffman added this will result in the school requiring three new classrooms which would cost approximately \$700,000, assuming they would be allowed to build them, and at least three new teachers will be needed for five hours a day.

Mr. Huffman concluded, in the end, implementing this program would cost the school \$200,000 a year and if it is assumed 30% of the schools statewide are in the same position as his school, it will cost \$1.47 billion per year.

Melissa Olen, kindergarten teacher, Bethune Elementary School.

Ms. Olen stated that the models the Task Force is working on are completely backwards and contradictory in nature because ELL students learn socially from other students by being immersed in the classroom with English speakers.

Ms. Olen stated that 85% of her students last year were ELL students and all were reading by the end of the year by helping each other and translating for each other when necessary.

Ms. Olen added that by separating students they are being deprived of the opportunity to learn from their peers and depriving them of being taught other standards such as science and social studies.

Ms. Olen stated teachers are required to take SEI classes to teach ELL students in the mainstream classroom and this law is contradictory to enforcing the teaching requirement.

Ms. Olen stated that this new model discriminates against students that do not speak English by pulling students and placing them into a classroom together.

Ms. Olen concluded the model is not right on many levels and she hopes it is overturned quickly for the sake of her students and their education.

Bethany Hutchison, ELL Director, Florence School District.

Ms. Hutchison stated that she is concerned about how prescriptive the models are since one of the most important things a teacher can do is differentiate instruction because each ELL student has different needs.

Ms. Hutchison added she encourages the idea of individualized plans for ELL students where a teacher, a principal, and a parent meet to determine what program will suit that particular student the best.

Ms. Hutchison stated that the Florence School District has implemented a version of the models and have placed pre-emergent, emergent, and basic students into four hour ELD classes and as a result parents have been withdrawing their children from ELL services across the board.

Ms. Hutchison stated that her District has entered into an agreement with the Office for Civil Rights and they determined it is discriminatory to pull students out for four hours of ELD and this could result in repercussions.

Ms. Hutchison stated Florence School District is a growing district and in order to continue to implement what they have implemented so far it would cost the District a great deal of money. Ms. Hutchison added the District does not have the space to have classrooms for the ELL students nor can they bring in portables, resulting in students as young as kindergarten and first grade being placed on individualized schedules.

Ms. Haver asked Ms. Hutchison what percentage of students in her district have been identified as ELL students.

Ms. Hutchison stated of the 6,000 students 700 are ELL and they are expecting that to increase this year.

Suzie DePrez, Assistant Superintendent, Mesa Public Schools.

Ms. DePrez stated that there is disappointment that the Task Force does not have multiple models to select from which would meet the needs of various schools.

Ms. DePrez stated that the segregated SEI classroom model is too rigid and would require schools to segregate the English language learners, regardless of grade proficiency, into an

isolated classroom. She added that there is no provision of state law that requires the exclusion on non-ELL students from an SEI classroom. Ms. DePrez added she does not believe isolation of ELL students is necessary or appropriate in all cases, and ELL students can benefit from the inclusion of non-ELL students and the school will be spared the expense of creating separate classrooms.

Ms. DePrez stated that several schools that have the Reading-First program have implemented excellent reading literacy programs and are seeing some wonderful success. Ms. DePrez added it would be a shame if students were segregated and put through some of the same materials and instructional strategies that are being used for non-ELL students.

Ms. DePrez stated she hopes the Task Force reconsiders the recommendation to transport students. According ARS 15-754, an ELL student has the right to be taught English at his or her school. Also, an Attorney General's opinion from 2003 distinguishes between a school on one hand and a school district on the other hand. In light of that distinction, the local school is the location where the ELL student has the right to receive his or her English language development instruction and it appears to prevent the hardship of students having to be transported and consolidated into another school. The consequences for violating this law are severe where parents can file a lawsuit against the school district and school officials who carry out the policy.

Ms. DePrez stated that she hopes the Task Force will consider what the school district would do with the very low number of students in some of the schools that were implementing the model. The models would require consolidation of students into a larger group in another school which would be a violation of the law.

Ms. DePrez concluded teacher training is really at the heart of this and there are many of them to train. For example, in the Mesa school district 4,200 teachers were trained over two years in the 15 hours of SEI required classes at the cost of about \$500,000 and if this model is implemented the District would need to hire 56 teachers immediately, and train at least 1,000 teachers and counselors just to address the first year students.

Dr. Baracy asked Ms. DePrez what she believes the cost will be to train the 1,000 teachers. Ms. DePrez stated the cost for 4,200 teachers is \$500,000, paying minimum training rates.

Ms. Garcia Dugan asked Ms. DePrez how much money the Department of Education (DOE) reimbursed the district for the training of their teachers. Ms. DePrez stated DOE reimbursed the district \$166,000.

Ms. Garcia Dugan asked Ms. DePrez what the reclassification rate is in the Mesa Unified School District for ELL students. Ms. DePrez stated the reclassification rate is 12 or 13%.

Ms. Garcia Dugan stated the reclassification rate for ELL students in Arizona is 20% which is not a very good representation of what good instruction should be like in the classroom. The state has not come up with a very strong focus on English language development for our ELL

students and they are a group of children that have been put on the back burner for years. Ms. Garcia Dugan added one of the tasks for the state as well as a Task Force is to make sure these children have access to the curriculum that all other children enjoy.

Ms. DePrez stated that she agrees with Ms. Garcia Dugan's statement as well as with Dr. Faltis' recommendation of investing money into training teachers and she questions the requirement of the secondary school teachers to be English certified despite the fact that receiving this certification does not necessarily mean they would be the best person to teach English language development skills.

Ms. Garcia Dugan replied this was one of the points regarding the four hours of English language development. Many children are not taught English grammar or the structure of the English language and that is why the structure is so focused. Teachers need to learn the English language so they can impart that onto these children. However, this doesn't mean it cannot be content rich, and she stated that we have not been focused on the structure of English language in the same way that we have been with content rich and that if there is a balance, it will be much richer for our children.

Jeffrey Bale, ELL Coordinator, Tempe Union School District, described the model in place for in the Tempe Union School District for ELL students, referring to a handout entitled "SEI Program Model" (Attachment B).

Susan Carlson, Executive Director, Arizona Business and Education Coalition (ABEC).

Ms. Carlson stated everybody agrees that children need to learn English but there are different philosophies on how children learn.

Ms. Carlson stated that ABEC has had discussions about English language learning and the outcome of that was the need for a prepared workforce. Ms. Carlson added that the workforce is growing in this state which is going to add to the economic future of Arizona and that the models this Task Force are about to recommend will have huge implications for the workforce that is coming on board.

Ms. Carlson stated the models selected need to be based on good comprehensive research of how children learn, and grounded in concrete experiences for the purpose of learning and understanding language.

Ms. Carlson stated that she worries for the business community when children come up through a system where they are not grounded on understanding concepts and cannot pass the AIMS test.

Ms. Carlson concluded the future is Arizona's right now and it is important that we educate and produce learners and workers and children that have access to the quality of life.

Dr. Baracy asked Ms. Carlson if ABEC has taken a position on this issue. Ms. Carlson stated that ABEC has not reviewed the models, however, ABEC has taken a position, and written to legislators, on the issue of educating ELL children. ABEC believes the legislature and the governor need to solve this issue and move forward with doing what it is the best interest of the children because ultimately that is in the best interest of Arizona. Ms. Carlson added she hopes there is some kind of project that continues to monitor whether or not any model that is accepted is the right model.

Dr. Baracy asked Ms. Carlson if ABEC will be taking a position. Ms. Carlson stated the Board will meet in August and closing the achievement gap will be high on the agenda.

Dr. Baracy stated he would like to hear a position from ABEC.

Ms. Carlson stated that she will inform the Board regarding Dr. Baracy's interests.

Moira Carney, representing self.

Ms. Carney stated that she applauds the Task Force's interest in providing guidelines to the school districts to educate the ELL student but they are misguided on the time period.

Ms. Carney stated for an ELL student to become proficient in English in one year is not going to happen and, other than the exceptional student, she does not think an ELL student can achieve more than face to face English competency in one year. Ms. Carney added that support for some ELL students is going to need to be there for more than a two year period.

Ms. Carney concluded she cannot understand why the state is taking ten steps backwards with the language acquisition single method option presented to the schools. She suggests multiple models with English language immersion as one of several well thought out models with a five to seven year period that will allow a student to achieve their proficiency.

Andrew Morrill, Vice President, Arizona Education Association (AEA).

Mr. Morrill stated that the AEA has reached out to teachers, particularly those who are ELL or bilingual certified, superintendents, and ELL coordinators from large and small districts for their advice and opinions regarding this issue.

Mr. Morrill stated the major area of concern of those asked is that the models offered are not models at all and is really a set of definitions and requirements creating more questions and confusion than has been addressed.

Mr. Morrill added there are other concerns as well. First, the segregation of students violates the core principles of the teachers who were asked about this issue. The next concern is the four hours that is mandated by law. It is understood this cannot be changed but there must be a way to integrate the four hours and a more flexible model will probably do that. Next, the models do

not address the training that is going to be required. Finally, the resources to develop the capacity, particularly in the smaller districts, are not setup to handle the multiple level pull outs or the higher percentages of ELL students that will be heavily impacted.

Mr. Morrill stated that there are also many remedies the Task Force can implement. First, it would be of great comfort if the Task Force would present the research that drove the models. A second remedy would be for the Task Force to give more time and take more input. A third remedy would be for the Task Force to maximize the flexibility of the four hours to whatever extent is possible. Fourth would be for the Task Force to concentrate on the outcomes they want to see and then the flexibility will follow as districts figure out how they can achieve those outcomes. Finally would be for the Task Force to present the efficiency study that supports this model.

Mr. Morrill stated that there is little consensus that this can work which is bad news for the Task Force and the reality is this is going to strike people as one more idea of “we’re from the state, we’re going to help” which does not create the political confidence this Task Force needs to make this successful. Also, there really isn’t a consensus on this Committee.

Mr. Morrill concluded that these models will put the ADE in the position of compliance and enforcement which contradicts the ADE’s goal of being a professional development and instructional center for the teachers in Arizona.

Ms. Klein asked Mr. Morrill if the AEA spoke with teachers who work in either Nogales or Yuma.

Mr. Morrill responded the AEA has spoken with teachers from those areas.

Ms. Klein stated it was heard during a previous meeting that those two districts seem to be in substantial compliance with the elements of this model. Ms. Klein asked Mr. Morrill what this means about the efforts of the teachers who work in those districts given the fact that he stated this will not work.

Mr. Morrill responded it means those efforts are miraculous, but what it really means is that they probably derived that practice from an assessment of their own needs and what would work for their students. This is good because in effect it is flexibility backflow and if we can afford that opportunity to other districts they will probably have the same results.

Ms. Klein stated the idea was to create models that would allow people to come up with their own programs to meet the needs of their own students within a broad context.

Mr. Morrill responded he accepts the intent but as a matter of structure and definition this is not a model yet.

Ms. Klein stated Mr. Morrill is asking the Task Force to be more prescriptive.

Mr. Morrill responded he is actually asking the Task Force to focus on the outcomes they want, make a sample model, and then let districts respond and frontload the responsibility.

Mr. Maguire stated he believes the outcomes are pretty clear and the goal of this exercise is to make students English proficient as required by law measured by the Arizona English Language Learner Assessment (AZELLA).

Mr. Morrill stated that the outcomes are clearer in the models in the form of requirements, restrictions, and definitions. There is then an over-arching concept to center the model on outcomes.

Dr. Garcia responded we disagree with what those outcomes are and would like to see kids be academically proficient while others would like to see a score on AZELLA. Dr. Garcia added he doesn't think that is enough for an ELL student because the workforce requires someone who is very competent not only in English but in the academic content areas so they can succeed. Dr. Garcia stated he doesn't buy the notion that they just need to learn English. The Task Force has defined ELD very restrictively and very narrowly and he would like to see a more comprehensive definition in terms of outcomes for ELL students. Even at that restrictive level he doubts the outcomes can be achieved in one year and the Task Force should have enough flexibility and reasonability to deal with the realities of this.

Ms. Garcia Dugan responded she wants to see all of our children academically proficient, including ELL students. For the Task Force, and as provided in Proposition 203, the first requirement is to make sure students are language proficient and that allows them to become academically proficient. Ms. Garcia Dugan stated that that educators need to get ELL students proficient in the English language. She added that she believes it can be done in one year if the education is focused, and deliberate. As long as these ELLs are continuously placed in mainstream classes without proficiency in the English language the same inadequate results will continue to occur.

Dr. Garcia stated you cannot define language in an academic context without defining and understanding that it is in academic context.

Ms. Garcia Dugan stated the AZELLA is the tool that assesses the language proficiency we are looking for, just as in every other state that is mandated to have a language proficiency test. Ms. Garcia Dugan added that if we cannot offer students the opportunity to learn English like everyone else we need to reexamine this whole system.

Noemi Cortes, Language Acquisition Specialist, Osborne School District, explained what the district would need to do to implement the proposed model, referring to a handout entitled "Each classroom includes all ELLs" (Attachment C).

Rose Johns, representing self.

Ms. Johns stated HB 2064, which establishes the Task Force, addresses the need for a four hour SEI program for first year students, yet the draft of the model applies the four hour model to students as long as they remain ELL. She is concerned that if students are removed from regular classroom programs for four hours a day based on a regular school schedule they would be missing music and art, which are subjects students need to learn English and become integrated into American culture.

Ms. Johns stated that she does not understand why the Task Force is extending a model that may be appropriate for certain ages of students to all ELL students for the entirety of their time. Ms. Johns added there should be checkmarks and benchmarks for students as in No Child Left Behind (NCLB) for reading and math, as well as a reference to the use of the rich authentic, thematic resources to support teaching that content.

Ms. Johns stated she is very concerned that there is not an alternate model for students who are in their second, third, or fourth year and allow districts to use particular benchmarks to enable them to reduce the number of hours.

Ms. Johns concluded students need to be linguistically proficient in English but the way in which it is done and the context in which students are placed is something she hopes the Task Force will consider having different options.

Nicole Teyechea, representing self.

Ms. Teyechea stated there are parallel learners and non-parallel learners and that needs to be looked at when creating a variety of models to meet the language and academic needs of students.

Ms. Teyechea stated that when looking to develop and revise models it is important to look at what is working in schools and continue to do that as well as develop areas of improvement based on a variety of factors.

Ms. Teyechea stated there are many questions that need to be asked before applying one system to all students because not all students are newcomers. Ms. Teyechea added if native born students are being put in four hours of English-only this needs to be reexamined because they have conversation skills and if we started testing all Title I students they would all be ELL students based on the AZELLA.

Ms. Teyechea stated that teacher focus is one strategy and school wide strategies and focuses need to be addressed for new comers.

Ms. Teyechea stated in regards to academic content, the AZELLA needs to be reconsidered for testing our students because Teaching English as a Foreign Language (TEFL) has rewritten their ESL standards to include academic language. Ms. Teyechea added the Wisconsin, Idaho,

Delaware and Arkansas (WIDA) state test tested both language proficiency as well as academic proficiency and when students are being tested out they are not failing that first year in the mainstream classroom.

Ms. Teyechea stated that looking at AIMS reading and writing scores, English-only speaking students are not able to pass so there are many more questions we have to ask beyond just being able to have a conversation in English.

Ms. Teyechea stated SEI with no native language instruction only exists in California, Arizona, and Massachusetts. Ms. Teyechea added it was an educational policy person that redefined SEI which is very different when it comes to language acquisition from the specialty of teaching students language.

Ms. Teyechea added that the Task Force is in the forefront for creating an SEI program. She stated that in Arizona there are many experts and school districts that are making it work and they can share those models.

Ms. Teyechea stated everything that has been put into SIOP for the past four years have been working in Arizona and a great deal of money has been put into this program and it needs to continue to develop because it is one of the only scientifically based models that support learning language and academic content.

Ms. Teyechea concluded if students continue to be segregated, that those students that actually need to develop their academic literacy will be denied the opportunity to learn as well.

Dr. Iliko Laczko-Kerr, representing self.

Dr. Laczko-Kerr stated English is incredibly important for not only English language development but academic content knowledge as well and we would be remiss if the Task Force was not provided with information from the field about the impact that their decisions are going to make on schools in terms of No Child Left Behind.

Dr. Laczko-Kerr stated that the decision to put students into an ELL-based structured program under the model that the Task Force has put in place at this point will significantly jeopardize the ability for those schools to make Adequate Yearly Progress (AYP) in reading and mathematics.

Dr. Laczko-Kerr added two consecutive years of failing to make AYP at the school level puts the school into school improvement and continuing to fail making AYP in any of those content areas will continue to bring consequences for those schools.

Dr. Laczko-Kerr stated schools that fail to make Arizona LEARNS benchmarks are identified as underperforming schools and after three years they are identified as failing schools. Dr. Laczko-Kerr added ELL data is part of that designation as well and as more students are identified as English proficient on the AZELLA based on the idea of one year instruction in an ELD program

making them proficient, those test scores are included into the Arizona LEARNS formula which will bring down the test scores of those schools that are probably doing fantastic work with all of the students they serve.

Dr. Laczko-Kerr stated that more schools will be identified as underperforming and eventually failing and the ADE will be required to implement solution teams, task forces, support and remediation, and eventually the principal, teachers, and the entire administration of the district is in jeopardy at that point.

Dr. Laczko-Kerr concluded there are far greater economic impacts of the Task Force's decisions than beyond whether a portable can be put on school grounds and asked the Task Force not to make decisions without understanding the consequences because there are far reaching implications.

Deborah Ortiz, Phoenix Elementary School District.

Ms. Ortiz stated that approximately 75% of the students in her district are ELL and reclassified FEP.

Ms. Ortiz stated an integrated approach is used to teach ELL students in her district and teachers implemented the SIOP strategies, developing English using literature, social studies, science, mathematics, art, music, and physical education. Ms. Ortiz added the district was pretty successful using this approach by reclassifying approximately 27% of students.

Ms. Ortiz stated that ELL students should be allowed the opportunity to access a full curriculum like every other student because a student's vocabulary is developed by developing their academic abilities and the district has found success with this.

Ms. Ortiz stated that she is concerned that she is seeing a trend where people are feeling the need to take students and separate them from their English speaking peers who are models they learn from.

Ms. Ortiz concluded she would like the Task Force to consider all of the components that are affecting the students because we want our students to feel like they are a part of the school and not separated.

4. Discussion of Upcoming Task Force Activities

Mr. Maguire stated he expects the Task Force will be reviewing comments received from the public hearings and the website up until August 8, 2007. Mr. Maguire added the Task Force will be working on a budget form for the SEI fund and looking at the process for districts to submit alternative models for review by the Task Force.

Ms. Klein asked for the website for districts to submit questions to be repeated.

Mr. Maguire stated the website is eldquestions@azed.gov.

Ms. Klein asked the extent to which the website can be used for people to provide suggestions because she is disappointed with Dr. Faltis for not taking the opportunity to answer her questions directly and he chose instead to suggest that she missed her opportunity to learn from him. Ms. Klein stated that she hopes that is not his attitude with his students. Ms. Klein added she would still like Dr. Faltis and other experts to be able to offer their suggestions and concrete improvements based on the issues that have been raised here for the Task Force to consider and she asked if that website might be a vehicle for people to do that.

Mr. Maguire stated the Task Force is accepting anything that comes in and that would be a terrific opportunity.

There being no further business, the meeting was adjourned at 3:35 p.m.

Arizona ELL Task Force

Alan Maguire, Chairman

Submitted by Bill Ritz, Committee Secretary